

December 9, 2022
KSDE SETS Special
Education Administrators’
Webinar
Agenda



Agenda Item	Presenter
Welcome	<u>Crystal Davis</u>
Director Updates	<u>Bert Moore</u>
<u>100 Day Checklist</u>	<u>Doug Tressler</u>
<u>Teacher Licensure Reminders</u>	<u>Shane Carter</u>
<u>Categorical Aid</u>	<u>Evelyn Alden</u>
<u>Indicator 6: Preschool Environments</u>	<u>Julie Rand</u>
Kansas Grants Reporting System (KGRS) Fiscal Update: Private School Participation	<u>Christy Weiler</u>
<u>DLM Updates- Alternate Assessment Justifications and Fall Test Window Closing</u>	<u>Cary Rogers</u>
<u>Families Together</u>	<u>Leia Holley</u>
<u>KASEA Updates</u>	<u>Doug Anderson</u>





SETS STATE DIRECTOR UPDATES

December 9, 2022

Kansas leads the world in the success of each student.

HOT TOPICS and REMINDERS

- Graduation Requirements (Class of 2027) – Added 2 or More Post-Secondary Assets Aligned with Each Students IPS
- Special Education Interim Legislative Committee
- Prevalence Data
- Special Education and Virtual Programs
- Educate Kansas
- Transition Coordinating Council Newsletter
- Kansans Can Competency Framework
- ESI Data Collection Window Closes on December 20; Contact Shanna Bigler if you have any questions at sbigler@ksde.org
- KS Deaf-Blind Fund- Award notices were sent to districts for Group 2 On December 1; Contact Kerry Haag if you have any questions at khaag@ksde.org



PD OPPORTUNITIES

- Special Education Administrators Quarterly #3 – Zoom on January 25, 2023
- ESEA/LCP Quarterly #3 – Zoom on January 26, 2023
- KASEA Winter Conference – February 21-22 at the Bishop PD Center in Topeka
- Midwest Education Leadership Conference – June 19-21 in Breckenridge, Colorado (I will send the registration information the minute I receive it as registration is limited at 150)



Keep The Main Thing The Main Thing



12/13/2022

Kansas State Department of Education | www.ksde.org | #KansansCan

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Bert Moore
SETS Director
(785) 296-4949
bmoore@ksde.org

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Personnel Categorical Aid (KGRS)

- Remember to set aside time to go over reports.
 - Errors-the words tell where the issue is
 - Discrepancy-the person is licensed correctly, but not for the entire time
- If you don't understand why someone is an error or discrepancy, contact me (email is best and don't be afraid to include names and/or ID numbers.)
- Make sure the person doing the report is aware of staff changes and has a way to get information.



Deadlines

- February 1st – Final deadline for waivers for FY23
The remaining payments pay on **ONLY ELIGIBLE FTE!**
- March 1st – Final day to enter/update before third payment
- April 3rd – Final day to enter/update before fourth payment
- April 17th – – Final day to enter/update Vacancy report for special education staff
- May 1st – Final day to enter/update staff and positions for the year.
- June 1st – Final day to enter/update inservice

Deadlines are in Appendix A of the Reimbursement Guide, in the KIAS calendar, and separately here:

<https://www.ksde.org/Portals/0/SES/funding/CatAid/CatAid-Deadlines.pdf>



Authenticated Applications
Problems logging in or
creating/removing accounts:

helpdesk@ksde.org
(785) 296-7935

Categorical Aid
questions/issues:

cataid@ksde.org



Categorical Aid page
<https://www.ksde.org/Default.aspx?tabid=538>

Catastrophic/Non-Public Equivalency
Mason Vosburgh
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Transportation/Medicaid Replacement
Sara Barnes sbarnes@ksde.org
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Special Teacher Reimbursement
Evelyn Alden ealden@ksde.org
(785) 296-3868

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Indicator 6: Preschool Environments Data Resources

Decision Tree

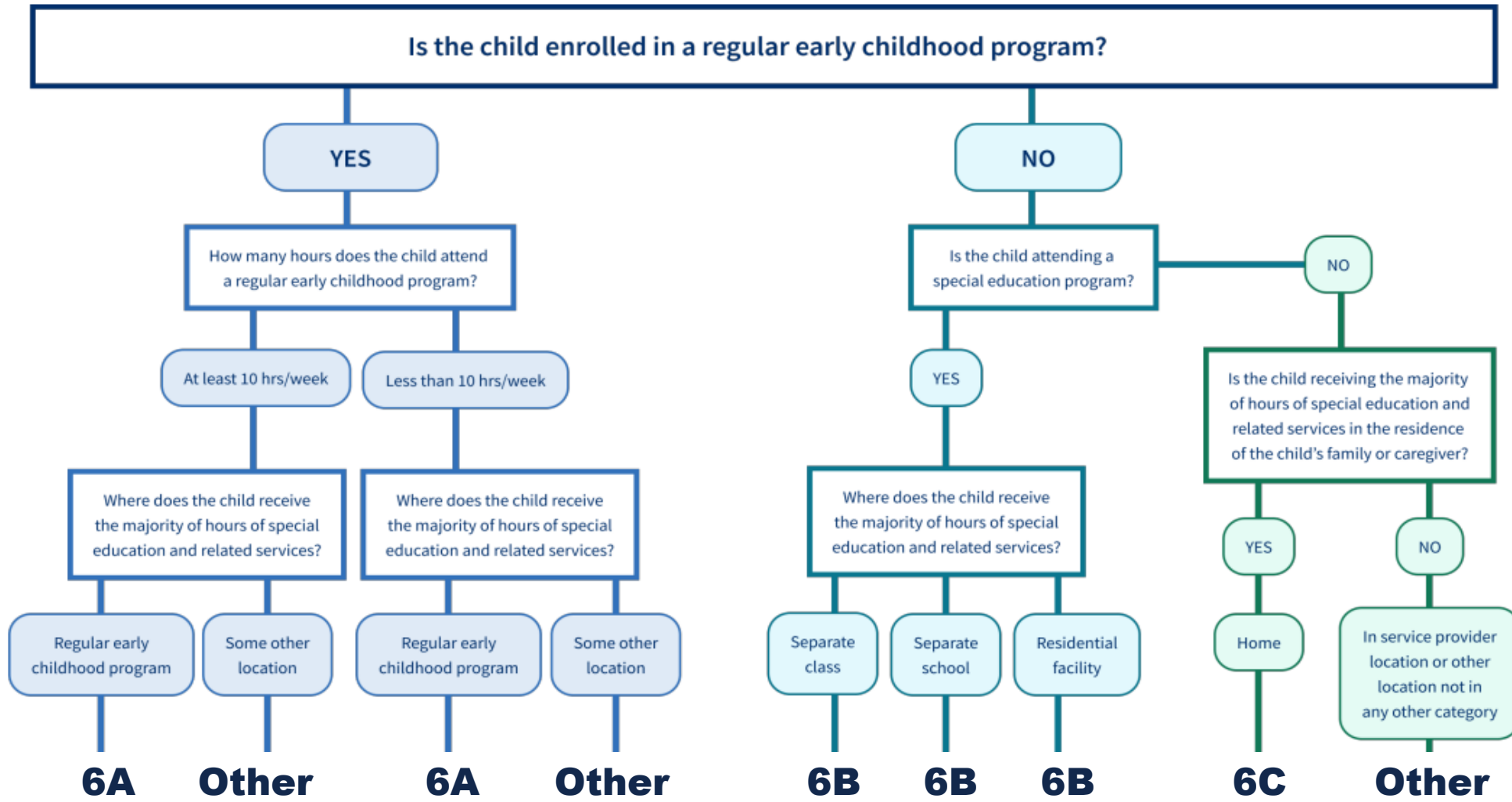
Kansas APR Early Childhood (EC) Report

Projected Indicator 6 Report- SPEDPro

Inclusion Infographic

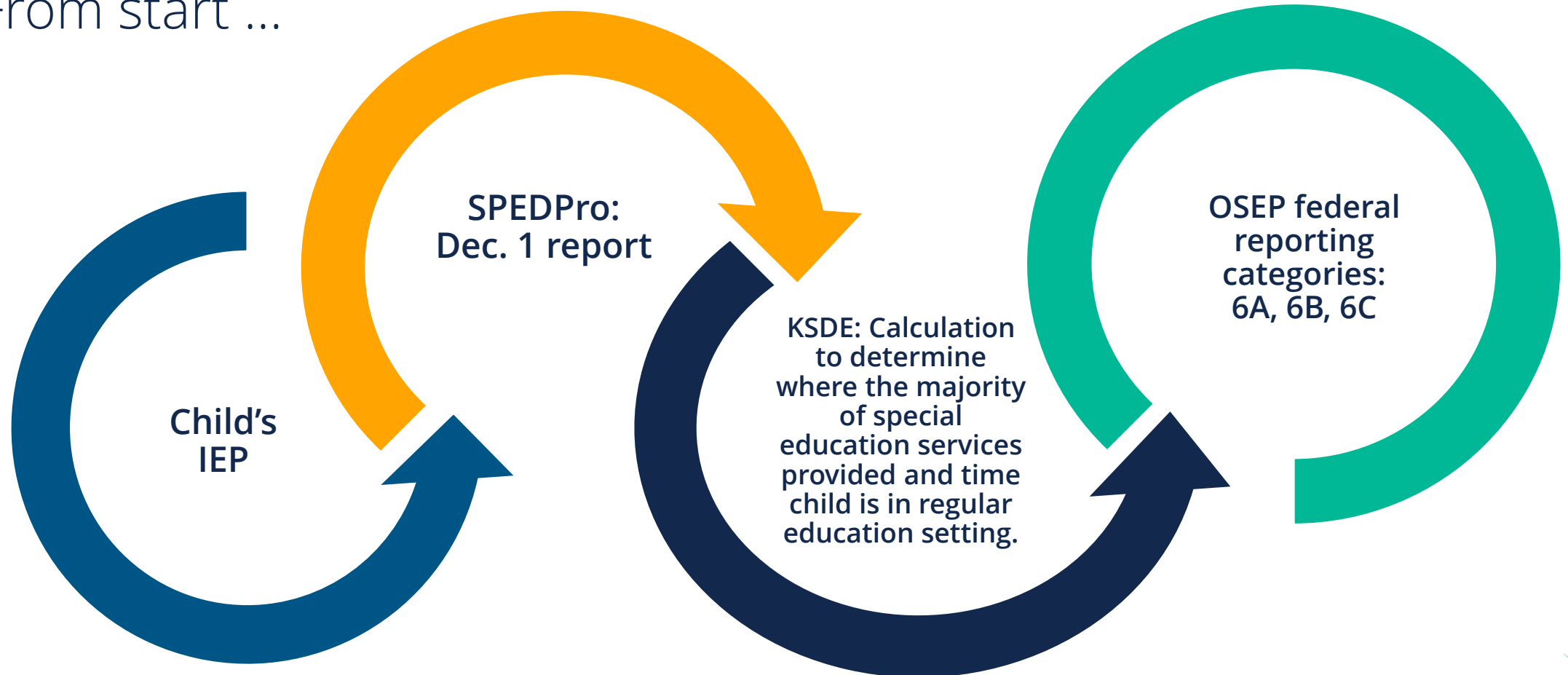
Decision Tree for Preschool Educational Environments

This decision tree is part of the IDC *Preschool Environments Toolkit*. States and local education agencies (LEAs) can use the tree to help them identify the correct federal permitted value abbreviations for reporting preschool educational environments data.



Process to Determine Preschool Child's Least Restrictive Environment

From start ...



Understanding Indicator 6 Measures and Calculations

6A

Measure:

Percent of children attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program

Calculation: TM + UM

$$\frac{([\text{Children receiving services in a regular early childhood program (at least 10 hours)}] + [\text{Children receiving services in a regular early childhood program (less than 10 hours)})}{\text{Children with disabilities ages 3–5 (and not in KG)}}$$

Children with disabilities ages 3–5 (and not in KG)



Understanding Indicator 6 Measures and Calculations

6B

Measure:

Percent of children attending a separate special education class, separate school or residential facility

Calculation: SP + SS + RF

$$\frac{([\text{Children receiving services in a separate class}] + [\text{Children receiving services in a separate school}] + [\text{Children receiving services in a residential facility}])}{\text{Children with disabilities ages 3–5 (and not in KG)}}$$



Understanding Indicator 6 Measures and Calculations

6C

Measure:

Percent of children receiving special education and related services in the home

Calculation: H

$$\frac{\text{Children receiving services in the home}}{\text{Children with disabilities ages 3–5 (and not in KG)}}$$



Statewide
District
Cluster
Trends
Sig Dis
KSDE

Federal Fiscal Year:

Report Type:

Questions? Need Tech? Please contact Tim Bern...

Kansas IDEA State Performance Plan Early Childhood Report Federal Fiscal Year 2020 Data

Indicator 6 - Least Restrictive Environment

Indic. #	Indicator	Measurement	Current Year Statewide Rate	Current Year State # Students	Current Year Target	Current Year Target Met
6A	LRE 3-5, Reg EC	LRE for children aged 3 through 5 with IEPs attending a Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	37.36%	2912 / 7795	≥37.36%	Yes
6B	LRE 3-5, Not Reg EC, Separate Facility	LRE for children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.	39.36%	3068 / 7795	≤39.36%	Yes
6C	LRE 3-5, Home	Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program receiving special education and related services in the home.	1.98%	154 / 7795	1.98%	Yes
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	99.85%	1938 / 1941	=100.00%	No



Kansas APR Reports

Statewide
District
Cluster
Trends
Sig Dis

Trend Report: Start Year:
 Mode/Attribute: End Year:
 District:

State Indicator 6 Trend Analysis

FFY	Indicator 6A LRE 3-5, Reg EC		Indicator 6B LRE 3-5, Not Reg EC		Indicator 6C LRE 3-5, Home	
	Target	State Rate	Target	State Rate	Target	State Rate
2020	37.36%	37.36%	39.36%	39.36%	1.98%	1.98%
2019	NA	NA	NA	NA	NA	NA
2018	39.00%	38.74%	31.75%	32.15%	NA	NA
2017	38.91%	37.90%	31.99%	34.58%	NA	NA
2016	38.75%	37.79%	32.50%	34.92%	NA	NA
2015	38.50%	37.23%	32.75%	33.53%	NA	NA
2014	38.40%	37.76%	33.21%	34.04%	NA	NA
2013	38.30%	38.40%	33.30%	33.21%	NA	NA
2012	38.91%	38.91%	31.99%	32.04%	NA	NA
2011	NA	NA	NA	NA	NA	NA
2010	NA	NA	NA	NA	NA	NA



Projected Indicator 6 Report

Report for Organization D0009 for the 2022 - 2023 School Year

Generated by Julie Rand on 12/7/2022 12:21:46 PM

Indicator 6A	Indicator 6B	Indicator 6C
Definition: Percent of children with IEP's aged 3, 4 and aged 5 who are enrolled in a preschool program attending a regular childhood program and receiving the majority of special education services in the regular early childhood program	Definition: Percent of children with IEP's aged 3, 4 and aged 5 who are enrolled in a preschool program attending a separate special education class, separate school or residential facility.	Definition: Percent of children with IEP's aged 3, 4 and aged 5 who are enrolled in a preschool program receiving special education and related services in the home.
Measurement: Percent = $\left(\frac{\# \text{ of children ages 3, 4 and 5 with IEP's attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program}}{\text{total } \# \text{ of children ages 3, 4 and 5 with IEP's}}\right) \times 100$	Measurement: Percent = $\left(\frac{\# \text{ of children ages 3, 4 and 5 with IEP's attending a separate special education class, separate school or residential facility}}{\text{total } \# \text{ of children ages 3, 4 and 5 with IEP's}}\right) \times 100$	Measurement: Percent = $\left(\frac{\# \text{ of children ages 3, 4 and 5 with IEP's receiving special education and related services in the home}}{\text{total } \# \text{ of children ages 3, 4 and 5 with IEP's}}\right) \times 100$
Formula: $\frac{REC10YSVCS + REC09YSVCS}{REC10YSVCS + REC09YSVCS + REC10YOTHLOC + REC09YOTHLOC + SC + SS + RF + H + SPL}$	Formula: $\frac{SC + SS + RF}{REC10YSVCS + REC09YSVCS + REC10YOTHLOC + REC09YOTHLOC + SC + SS + RF + H + SPL}$	Formula: $\frac{H}{REC10YSVCS + REC09YSVCS + REC10YOTHLOC + REC09YOTHLOC + SC + SS + RF + H + SPL}$

Kansas specific formula codes for Indicator 6A	Kansas specific formula codes for Indicator 6B	Kansas specific formula codes for Indicator 6C
$\frac{TM + UM}{TM + UM + TL + UL + SP + SS + RF + HO + PL} \times 100 - \%$	$\frac{SP + SS + RF}{TM + UM + TL + UL + SP + SS + RF + HO + PL} \times 100 - \%$	$\frac{HO}{TM + UM + TL + UL + SP + SS + RF + HO + PL} \times 100 - \%$
SY 2022-2023 FFY 2022 State Target : > or equal to 39.30%	SY 2022-2023 FFY 2022 State Target : < or equal to 36.84%	SY 2022-2023 FFY 2022 State Target : < or equal to 1.94%

ACC	Indicator 6A calculation	Indicator 6B calculation	Indicator 6C calculation
D0999	$\frac{1+0}{1+0+6+1+0+2+0+0+0} \times 100 = 10.00\%$	$\frac{2+0+0}{1+0+6+1+0+2+0+0+0} \times 100 = 20.00\%$	$\frac{0}{1+0+6+1+0+2+0+0+0} \times 100 = 0.00\%$

KIDS ID	Student First Name	Student Last Name	Date of Birth	Gender	Grade	Age on December 1	Primary Disability	LEA	ACC	Current IEP Date	Primary Provider	Most Prevalent Service Location	All Services	All Settings	KS Federal Environment Code	OSEP Formula Code	Indicator 6
					3-Yr-Old Preschooler	3	SL	D0001	D0999	11/15/2022	Barb, Alesia	1392	KT, SE	G, K	TL	REC10YOTHLOC	Other
					3-Yr-Old Preschooler	4	SL	D0001	D0999	02/04/2022	Rytting, Nathan	1388	KT, SE	G, K	TL	REC10YOTHLOC	Other
					4-Yr-Old Preschooler	5	OH	D0001	D0999	10/05/2022	Johnston, Stacey	1388	KT, OT, SE	B, G, K, X	TM	REC10YSVCS	6A
					4-Yr-Old Preschooler	4	SL	D0001	D0999	04/13/2022	Barb, Alesia	1392	SE	G	SP	SC	6B
					4-Yr-Old Preschooler	4	SL	D0001	D0999	11/08/2022	Rytting, Nathan	1388	KT, SE	G, K	TL	REC10YOTHLOC	Other
					3-Yr-Old Preschooler	3	SL	D0001	D0999	10/12/2022	Rytting, Nathan	1388	KT, SE	G, K	TL	REC10YOTHLOC	Other
					3-Yr-Old Preschooler	3	DD	D0001	D0999	02/02/2022	Rytting, Nathan	1388	KT, PT, SS	G, K, X	UL	REC09YOTHLOC	Other
					4-Yr-Old Preschooler	4	DD	D0001	D0999	01/11/2022	Barb, Alesia	1392	SE	G	SP	SC	6B
					4-Yr-Old Preschooler	4	SL	D0001	D0999	05/12/2022	Rytting, Nathan	1388	KT, SE	G, K	TL	REC10YOTHLOC	Other
					4-Yr-Old Preschooler	5	DD	D0001	D0999	09/28/2022	Johnston, Stacey	1392	KT, SE	B, G, K	TL	REC10YOTHLOC	Other



Projected December 1 Report

ID	Gender	Grade	Age on 12/1	Primary Disability	Current IEP	All Services	Kansas Setting Codes	Kansas Fed Code	Calculation Code
1	M	5-year-old preschooler	5	SL	3/18/2020	SS	G	SP	6B
2	F	4-year-old	4	SL	8/29/2021	KT, SS	K, G	TL	Other
3	M	4-year-old	4	SL	5/21/2020	SS	B, G	TM	6A

Service Codes

- KT** Participation in a special education program without SPED support.
- OT** Occupational therapy.
- SE** Special Education Services.
- SS** Speech, Language.
- PT** Physical therapy.

Kansas Setting codes

- B** Services in a regular early childhood classroom.
- G** Services outside a regular education setting (removed from regular education setting for services).
- K** Early childhood time without services.
- B2** Children attending a regular early childhood program less than 10 hours per week - receiving the majority of hours of SPED in some other location. This child is not counted towards the numerator in 6A, but lowers the percentage because they do count in the denominator.



Inclusion of Children With Disabilities in Kansas Early Childhood Programs



Early childhood inclusion is the practice of educating and caring for children with and without disabilities in the same environments. It embodies values, policies and practices that lead to high-quality early childhood programs.

To advance preschool inclusion in Kansas, the Kansas State Department of Education embraces the following five principles based on the federal joint policy statement from the U.S. Department of Health and Human Services/U.S. Department of Education.



- 1 Hold high expectations and intentionally promote the participation** of preschoolers with disabilities in all learning and social activities.
- 2 Use evidence-based practices and supports** to foster the development (cognitive, communication, physical and social-emotional) of all preschoolers.
- 3 Promote friendships** between preschoolers with and without disabilities.
- 4 Promote a sense of belonging** for preschoolers with disabilities and their families.
- 5 Promote the inclusion of children** regardless of their level of disability (mild to most significant).

Indicator 6 Resources

- [Preschool LRE Reference Points and Discussion Prompts](#)
- [Making Sound Preschool LRE Decisions](#)
- [Kansas Special Education Process Handbook: Chapter 6-Least Restrictive Environment \(LRE\)](#)
- [Inclusion Infographic](#)

For ECSE Administrators:

- [KSDE TASN](#)- Early Childhood Special Education Resources



Contact Me:



Julie Rand, 619 Coordinator

jrand@ksde.org

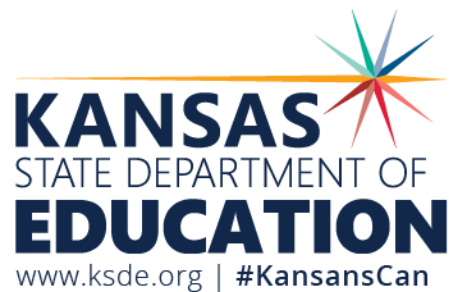
785-296-1944

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Private School Participation Data Collection



Special Education Administrator's Webinar
December 9, 2022

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PRIVATE SCHOOL PARTICIPATION

The purpose of the Private School Participation data collection is to determine the proportionate share of IDEA Part B funds for the next subsequent fiscal year. Each LEA must annually conduct child find to locate all children with disabilities attending private schools and provide equitable services to those parentally-enrolled children who attend the private schools located in the jurisdiction of the LEA without regard to where the children reside.

Procedures: The private school participation data collection is housed in the Kansas Grants Reporting System (KGRS)

<https://apps.ksde.org/authentication/login.aspx>

Reporting Window: January 2-February 3, 2023



PRIVATE SCHOOL PARTICIPATION

DEFINITION: Kansas defines a private school as, "an organization which regularly offers education at the elementary or secondary level, which is exempt from federal income taxation under section 501 of the federal internal revenue code of 1954, as amended, which conforms to the civil rights act of 1964, and attendance at which satisfies any compulsory school attendance laws of this state" (KSA 72-5392(c)). The definition of private schools includes parochial schools.



PRIVATE SCHOOL PARTICIPATION

- Timely and meaningful consultation
 - LEA shall consult with private school representatives and representatives of parents of the parentally enrolled private school children with disabilities.
 - Purpose of the consultation is to design and develop special education and related services.
 - The LEA shall obtain a written affirmation signed by the representatives of participating private schools.
 - If representatives do not provide such affirmation within a reasonable period of time, the LEA shall forward the documentation of the consultation process to KSDE.



PRIVATE SCHOOL PARTICIPATION

What data is collected?

- This count includes all children determined to have a disability that are parentally placed in private schools regardless of whether or not they are receiving special education or related services or whether this child lives within the jurisdiction of the LEA.
- Children age 5 or under who are enrolled in a private preschool program would not be part of the child count to determine the proportionate share of federal funds. This means that only five-year-olds who are enrolled in a private school kindergarten would be part of the private school child count.
- Enrollment count does not include gifted.
- This count, at the discretion of the local board, must be conducted on the last Friday of October or on December 1 of each year.



PRIVATE SCHOOL PARTICIPATION

RESOURCES:

- Private School Proportionate Share FAQ document
 - <https://www.ksde.org/Portals/0/SES/funding/CEIS-PsPs-ClarificationRegulations.pdf>
- Kansas Special Education Process Handbook
 - <https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Special-Education/Legal-Special-Education-Law/Kansas-Special-Education-Process-Handbook>

KANSAS STATE DEPARTMENT OF EDUCATION

IDEA PROPORTIONATE SHARE QUICK REFERENCE GUIDE



Overview

LEAs have an obligation to locate and evaluate students with disabilities enrolled by their parents in private schools located within the public-school district, and to spend a proportionate share of federal special education (Individuals with Disabilities Education Act or IDEA) grant funds providing equitable services for these students.

Kansas defines a private school as: "an organization which regularly offers education at the elementary or secondary level, which is exempt from federal income taxation under section 501 of the federal internal revenue code of 1954, as amended, which conforms to the civil rights act of 1964, and attendance at which satisfies any compulsory school attendance laws of this state" (K.S.A. 72-3461(c)). The definition of private schools includes parochial schools. The definition of a private school in Kansas does not include any educational program prior to kindergarten. Therefore, children age 5 or under who are enrolled in a private preschool program would not be part of the child count to determine the proportionate share of federal funds. This means that the private school child count begins with students who have attained the age of 5 years and who are enrolled in a private school kindergarten.

LEA requirements

Each LEA must comply with the following requirements on an annual basis:

1. **Timely and meaningful consultation 34 CFR §300.135:** Prior to other required activities, LEAs must invite and consult with private school representatives, and representatives of parents of eligible privately-enrolled students educated in the district. Topics that must be discussed are: child find process, determination of proportionate share, consultation process, provision of special education and related services, and provision of a written explanation by the LEA regarding services (in the event of disagreement between the district and private school officials). Although the initial consultation must occur prior to other required activities, additional consultation may occur.
2. **Written affirmation following consultation 34 CFR §300.134** The LEA must obtain written affirmation confirming that timely and meaningful consultation has occurred, signed by the private school representatives. The written affirmation is confirmation that consultation has occurred—not that there is agreement among meeting participants. If such representatives do not provide such affirmation within a reasonable period of time, the LEA shall forward the documentation of consultation process to the Kansas State Department of Education (KSDE).





Contact Information



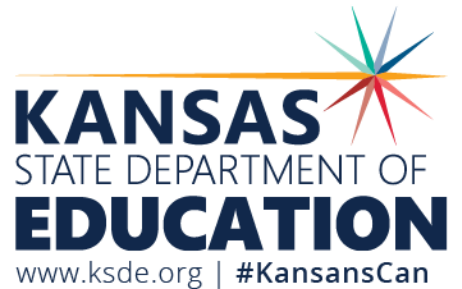
Christy Weiler
Coordinator
Special Education and Title Services
(785) 296-1712
cweiler@ksde.org

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Alternate Assessment (DLM) Justifications

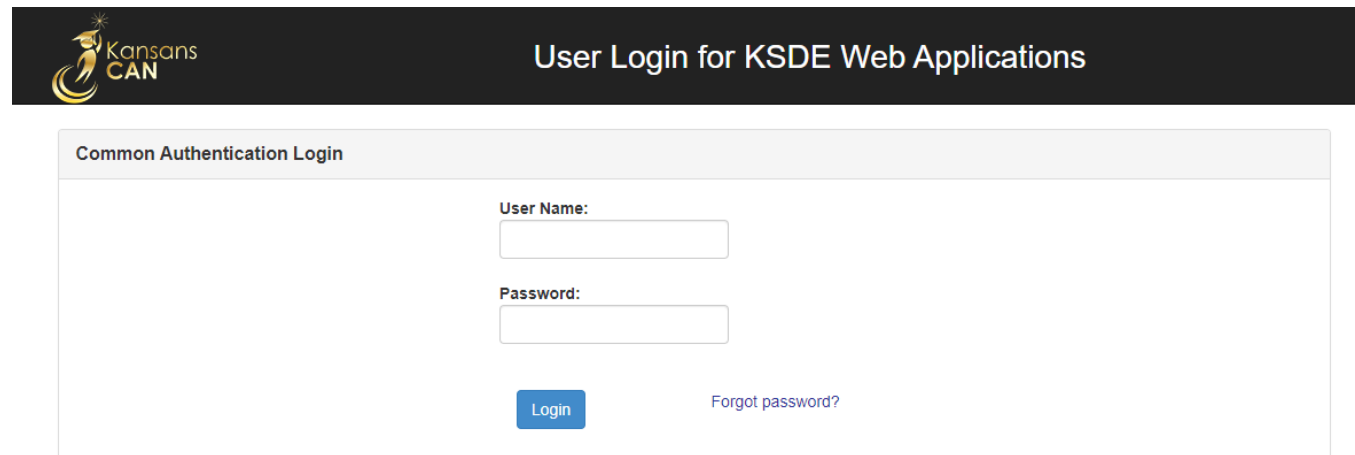



Correction:
Justification window open December 8-31, 2021

Kansas leads the world in the success of each student.

Kansas integrated accountability system (KIAS)

- Alternate Assessment Justifications are completed in the KIAS Authenticated Applications
- Notices went out Dec. 1 to directors and superintendents



 **User Login for KSDE Web Applications**

Common Authentication Login

User Name:

Password:

[Login](#) [Forgot password?](#)



Data collection

1. Subjects and DLM Percent

Subjects and DLM Percent			
Subject	DLM	Total	DLM Percent
ELA	329	25012	1.32%
SCIENCE	141	10034	1.41%
MATH	359	24955	1.44%



Data collection

- What does our district data show?
- Disability categories taking the DLM
- Percentage of students performing at target or advanced on the DLM for the school year (students performing a 3 or 4 according to AMOSS data)
- Risk ratio data to determine disproportionality by subgroup (A risk ratio greater than 3.0 needs to be addressed.)



Disproportionality Data

11/29/2022 7:52:36 AM

Alternate Assessment Participation by Subject Subgroup - Math

Page 2

Monitoring School Year: 2022 - 2023 | Assessment School Year: 2021 - 2022 | All Districts

Student Sub-Group	Comparison Group	Students Participating in Regular Assessment	# Students Participating in Alternate Assessment	Total # Students Assessed	Percentage Participating in Alternate Assessment	Percent of Comparison group participating in Alternate Assessment	Risk Ratio
		Year 1, Year 2, Year 3	Year 1, Year 2, Year 3	Year 1, Year 2, Year 3			
English Learner Students	All non-English Learners	22445	134	22579	0.507812500	0.954531006	0.532002100
		18746	94	18840			
		19459	101	19560			
Non-English Learner Students	All English Learners	224378	2742	227120	0.954531006	0.507812500	1.879691827
		208575	1952	210527			
		218308	2162	220470			
Male	All Females	125867	1838	127705	1.174465255	0.648425689	1.811256517
		116333	1339	117672			
		121377	1486	122863			
Female	All Males	120956	1038	121994	0.648425689	1.174465255	0.552102913
		110988	707	111695			
		116390	777	117167			
Military Connected Students	All non-Military Connected	6147	51	6198	0.710900474	0.923529888	0.769764448
		5975	39	6014			
		6176	48	6224			
Homeless	All non-Homeless	3367	60	3427	1.140684411	0.915590009	1.245846285
		2242	24	2266			
		2698	33	2731			
Foster Care	All Foster Care	2335	69	2404	2.971634399	0.898366509	3.307819658
		2282	69	2351			
		2028	63	2091			
Legend:							
Year 1: Assessment School Year 2018 - 2019							
Year 2: Assessment School Year 2020 - 2021							
Year 3: Assessment School Year 2021 - 2022							



Data collection (continued)

- Please provide a narrative that includes the data types and processes that the IEP teams are utilizing to qualify students for the Alternate Assessment (DLM).
- What are the district's next steps to ensure that annually the appropriate test is administered to each student?
- Based on the data for our district, our LEA needs additional training. (Yes/No)



Potential areas for additional training

- Effectively using the DLM participation guidelines when identifying a student as having a most significant cognitive disability.
- Least Dangerous Assumption
- Appropriate use of Accommodations for the general assessment
- Other (please specify)



District DLM assurances

2022 - 2023 District DLM Assurances

If your district anticipates testing over 1% of its assessed students in a subject using the DLM for the 2021 - 2022 school year, please submit assurances for each of the following five items:

- 1. Individualized Education Program (IEP) teams have correctly identified students with the Most Significant Cognitive Disability. <http://www.ksde.org/Default.aspx?tabid=887>
- 2. The district has measured the achievement of, at least 95% of all students, including students with disabilities in tested grades.
- 3. Students who will be participating in an alternate assessment receive instruction aligned to the alternate academic achievement standards, the Essential Elements. https://dnamiclearningmaps.org/erp_ie
https://dnamiclearningmaps.org/sci_resources
- 4. Parents are informed of their child's participation in an alternate assessment and implications of participating.
- 5. Addresses any disproportionality in the percentage of students in any subgroup taking the alternate assessment.

I understand that the assurances submitted will be posted by KSDE in accordance with federal regulations. (34 CFR 200.6(c)(3)(iv))

By Submitting this form, the district verifies that all students participating in the DLM meet the KSDE participation criteria (<http://www.ksde.org/Default.aspx?tabid=887>) or will request technical assistance to meet the criteria (<https://www.ksdetasn.org/>).

Superintendent Name

Date

Special Education Director Name

Date



DLM fall test window



Closes December 16th

Data Extract – DLM Instructionally Embedded Monitoring

State	District	School ID	School Name	Grade	Student Last Name	Student First Name	Student State ID	Window	ELA Educator Last Name	Blueprint Requirement % Met	Total Number of ELA Testlets Taken	ELA Blueprint Requirement 1	ELA Blueprint Requirement 2	ELA Blueprint Requirement 3	ELA Blueprint Requirement 4	Math Educator Last Name	Blueprint Requirement Math % Met	Total Number of Math Testlets Taken	Math Blueprint Requirement 1	Math Blueprint Requirement 2	Math Blueprint Requirement 3	Math Blueprint Requirement 4	Science Educator Last Name	Science Testlets Completed
Kansas				6				Fall Window		50	4	Met	Not Met	Not Met	Met		25	3	Not Met	Not Met	Not Met	Met	NA	NA
Kansas				8				Fall Window		100	7	Met	Met	Met	Met		100	7	Met	Met	Met	Met		0
Kansas				8				Fall Window		100	7	Met	Met	Met	Met		100	7	Met	Met	Met	Met		0



DLM Test Security and Ethics issues



DLM Dashboard



Logged in as Cary Rogers, [Sign Out](#)

Role:

Organization:

Assessment Program:

- [Home](#)
- [SETTINGS](#)
- [MANAGE TESTS](#)
- [REPORTS](#)
- [DASHBOARD](#)
- [HELP](#)

- [Testing Outside Hours](#)
- [Short Duration Testing](#)

Dashboard: View Short Duration Testing

State: Kansas

- [Today](#)
- [Prior Day](#)
- [School Year](#)

8094 tests completed under short duration this school year

As of: Thursday 12/08/2022 12:17 AM CST



Testing Outside Hours

- Exit does not save –
 - Testlet opened outside of school hours –
 - Teacher viewing testlet ahead of time – this is a **security and ethics issue** that is addressed in the DLM required training
 - Started and Ended time during school hours –
 - Student starting test, then had to exit before finishing testlet
 - Teacher opening a test to view than closing it - this is a **security and ethics issue** that is addressed in the DLM required training
- Test reset
 - Testlet was left open on the student's testing device and DLM reset it at 11:05 pm – this is a **security and ethics issue**
- Other
 - These require the assistance of the DLM service desk to dig deeper into the individual situation
- Districts need to be monitoring and addressing these test security issues
- KSDE will be monitoring the data.



Tests Completed in Short Time

- DLM research team has determined the amount of time that is not reasonable to complete a DLM testlet
 - ELA – 60 seconds or less
 - Math – 30 seconds or less
 - Science – 30 seconds or less
- This is a testing irregularity that needs to be monitored and addressed by districts.
 - District can request for a testlet to be reset – email crogers@ksde.org the SSID and testlet name
 - KSDE will be monitoring the data – continued patterns of irregularities could result in tests being invalidated



Text-to-Speech

Nonvisual (ELA passages)



Application for TTS nonvisual



NONVISUAL TTS Application Text-to-Speech Checklist (Nonvisual)

10-digit SSID/KIDS ID: _____ Grade: _____ IEP/504 date: _____
 District name: _____ District number: _____

- The student is:
 - Blind
 - Visually impaired
 - A nonreader
- The student has a current:
 - IEP
 - 504 plan
- Is Text-to-Speech or a screen reader the student's primary mode of accessing text in ALL subjects (textbooks, books, assignments, tests)?
 - Yes
 - No
- Please mark all that apply to the reading accommodations listed on the student's IEP/504.

What?

 - Text-to-Speech
 - Human reader

When?

 - State assessments
 - Classroom assessments
 - Classroom assignments

Students who are blind or have a significant visual impairment can stop here.
- Does the student's IEP or 504 plan document severe deficits in decoding skills and provide services or supports to address the reading deficits?
 - Yes
 - No
- What is the student's Lexile level without Text-to-Speech (TTS) or audio accommodations?

Lexile Level: _____

Tool used: _____

Date administered: _____
- What are the student's results from the Protocol for Accommodations in Reading¹ (PAR) or uPAR?
 - Indicates comprehension scores in the top quartile.
 - Indicates comprehension scores in the middle two quartiles.
 - Indicates comprehension scores in the bottom quartile.

GRADE LEVEL	STUDENT'S ORAL READING			TEXT READER		
	Top Quartile	Middle Two Quartiles	Bottom Quartile	Top Quartile	Middle Two Quartiles	Bottom Quartile
10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Test Coordinator or building administrator

I have reviewed and verified this student's checklist including the IEP/504 plan indicating the student is receiving TTS or audio supports on a regular basis for instruction and assessment.

Name: _____

Position: _____

All checklists for the district must be submitted by the district test coordinator in ONE pdf to TTSnonvisual@ksde.org by January 31.

KANSAS STATE DEPARTMENT OF EDUCATION

For more information, contact:
 Cary Rogers
 Education Program Consultant
 Special Education and Title Services
 (785) 296-0916
crogers@ksde.org

Kansas State Department of Education | 900 S.W. Jackson Street, Suite 102 | Topeka, Kansas 66612-1212
www.ksde.org

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.

September 7, 2022

TTS Checklist Due to KSDE by Jan. 31

TTSnonvisual@ksde.org

State Assessment: TTS non-visual application (recording)

State Assessment: TTS non-visual application PPT



Contact Information



Cary Rogers
Education Program Consultant
Special Education and Title Services Team
(785) 296-0916
crogers@ksde.org

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SETS WEBINAR DECEMBER 9, 2022

President: Doug Anderson, danderson@keystonelearning.org
President Elect: Lena Kisner, lkisner@rcec610.ORG
Secretary: Cris Seidel, cris.seidel@greenbush.org
Treasurer: Angie Karraker, aestell@usd261.com
Past President: Heath Peine, hpeine@usd259.net
Executive Director: Ann Matthews, amatthews@keystonelearning.org

LEGISLATIVE UPDATE:

Interagency collaboration:

- KASEA, KS-USA and KASB created a FAQ document to share with legislators, staff, board members to provide a clear and succinct and consistent response to questions.
- The questions are a distraction from the message!
- **#FullyFundSPED**

KASEA UPDATES

1. Save the date! KASEA winter conference is February 21- 22
2. Spring Hill Suites in Topeka \$101.00
[Book your group rate for KASEA 2023](#)
3. Membership Meeting: Monday, February 20, 2023 at 6:00 at The Pennant in Downtown Topeka

2023 KASEA WINTER CONFERENCE

February 21-22, 2023
Bishop Professional Development Center
Topeka, KS



SESSION TOPICS:

- Budgets: understanding and planning budgets, state and federal funding, analyzing your costs
- Early Childhood: understanding and planning for improvement in early childhood LRE and outcomes, Indicators 6 and 7.
- Paraeducators: High Leverage Practices for paras, documenting the need for paras, analyzing the use of 1 to 1 paras.
- Human Resources: conducting investigations, remote working, employee considerations and policies.

KEYNOTE SPEAKER:

David Batemen, Ph.D. is a professor at Shippensburg University in the Department of Educational Leadership and Special Education where he teaches courses on special education law, assessment, and facilitating inclusion. He has recently co-authored several books: *A Principal's Guide to Special Education*, *A Teacher's Guide to Special Education*, *Charting the Course: Special Education in Charter Schools*, *Special Education Leadership: Building Effective Programming in Schools*, and *Current Trends and Legal Issues in Special Education*

THINGS ON THE RADAR...

Statewide IEP:

- The KASEA Executive Board sent a letter to Bert in support of drafting an rfp for a system capable of hosting a statewide IEP.

Remember, this is a first step! 2-years out, & participation will be voluntary...

HANG IN THERE!

Thank you for Joining us today!!!

- Next webinar is scheduled for February 10th, 2023

